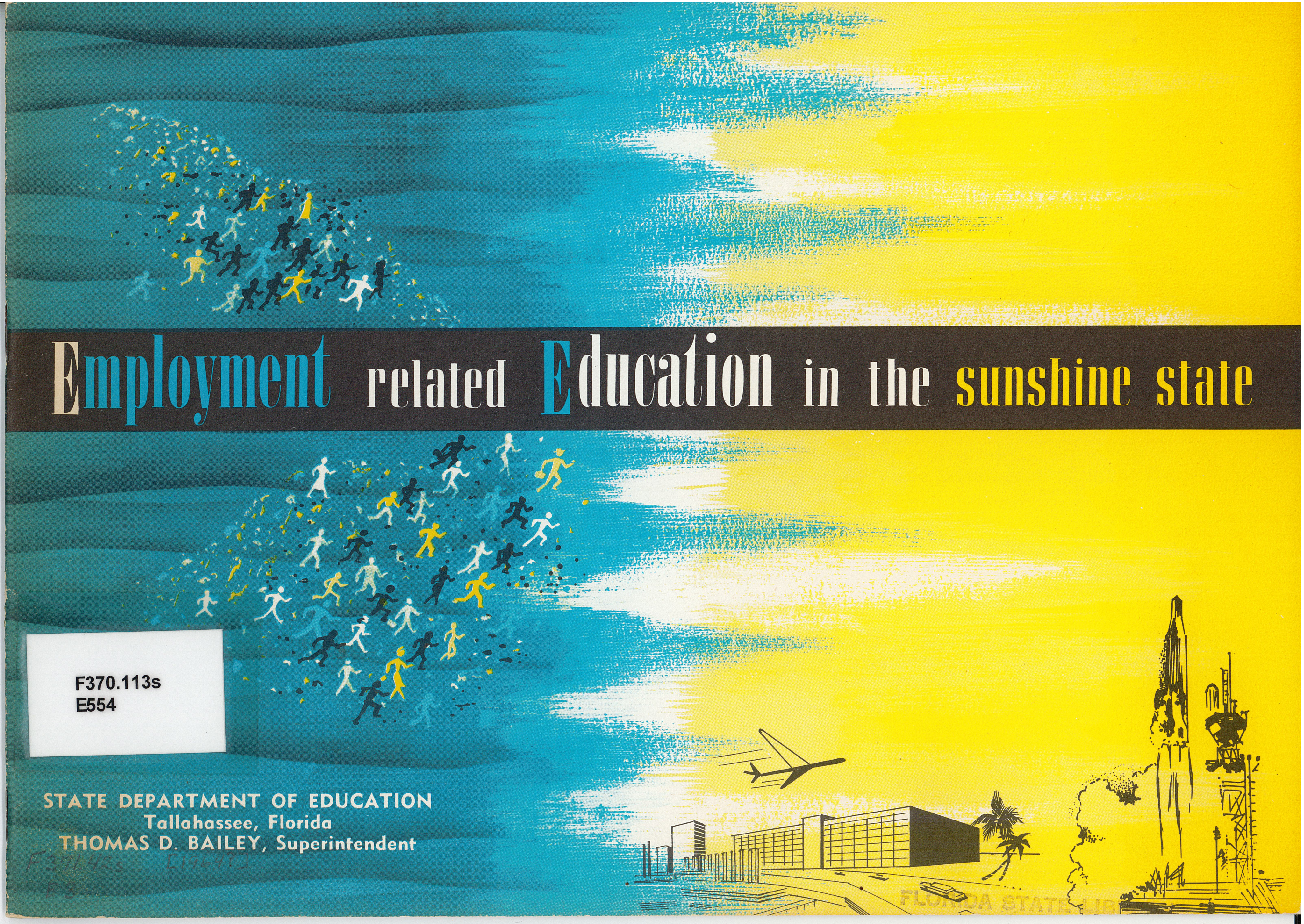

Employment related Education in the sunshine state

F370.113s
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STATE DEPARTMENT OF EDUCATION
Tallahassee, Florida
THOMAS D. BAILEY, Superintendent

F371.42s [1964?]
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FLORIDA STATE LIB

. . . . to the citizens of florida

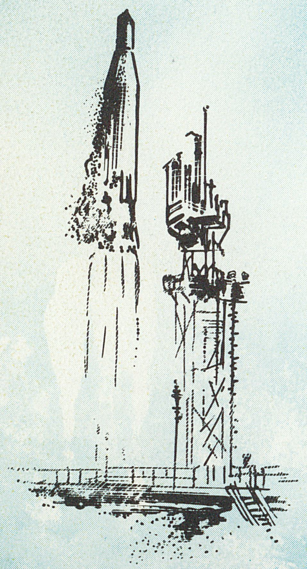
Florida has changed during the past decade. The spectacular increase in population, the growth of industry and tourism, the rise in sales and services have brought extensive modifications to the state's occupational structure. Indeed, many people are working at jobs which did not even exist in 1950.

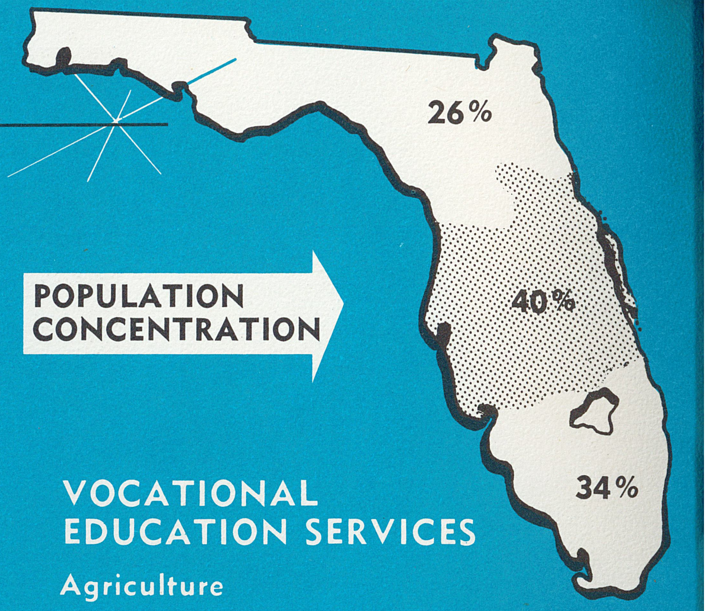
The vocational education program, operating through the public schools of Florida, is responsible not only for adjusting to these changing demands, but for anticipating as accurately as possible the evolving needs of a largely unpredictable future but one stamped with promise.

This report reviews the progress of vocational education in meeting the problems of the decade just passed. It demonstrates strengths as well as weaknesses, tasks partially completed and jobs well done. Above all, it shows a record of solid growth and the ability to cope with the knotty challenges which lie ahead.

Thos. D. Bailey

State Superintendent of Public Instruction





VOCATIONAL EDUCATION SERVICES

Agriculture

Business, Distributive and Cooperative Education

Homemaking

Industrial — Technical Education and Practical Nursing

1160 PROGRAMS

RELATED EDUCATIONAL SERVICES

Non-Vocational Business Education

Non-Vocational Homemaking

Industrial Arts

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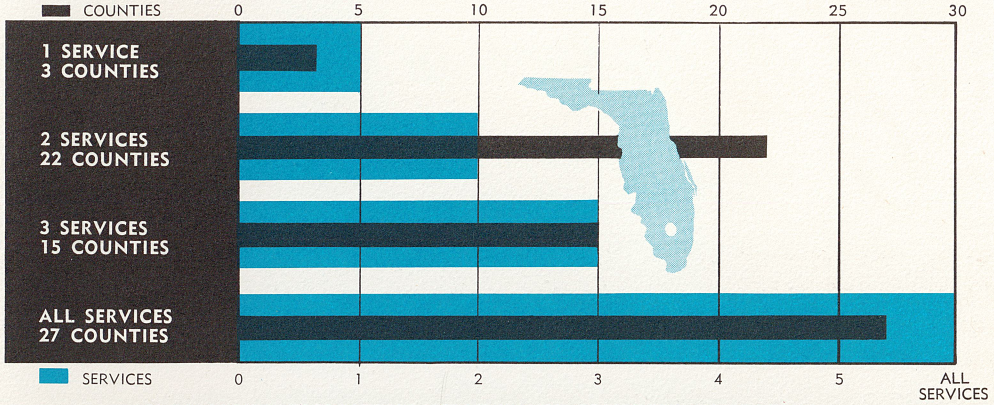
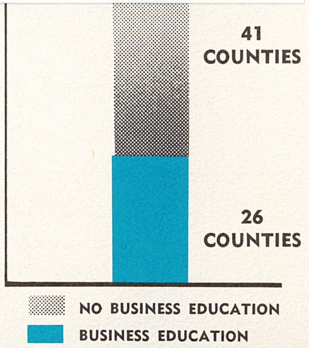
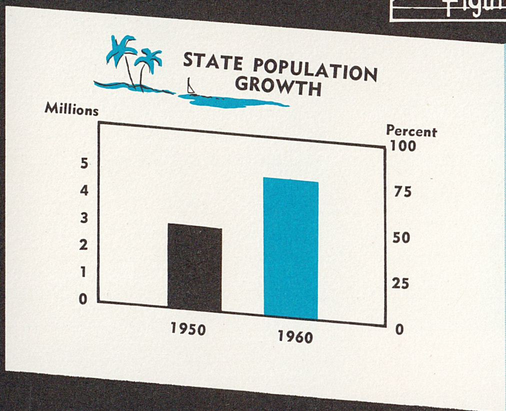
A GROWING Florida



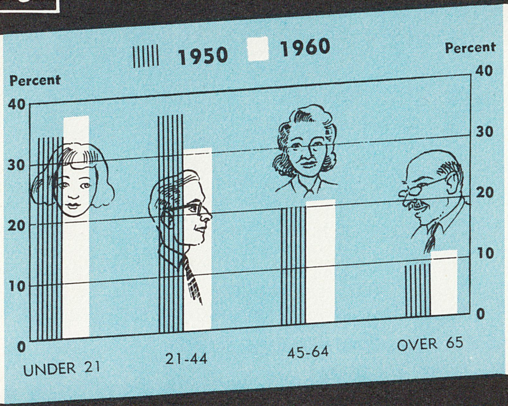
VOCATIONAL EDUCATION SERVICES IN COUNTIES OF FLORIDA



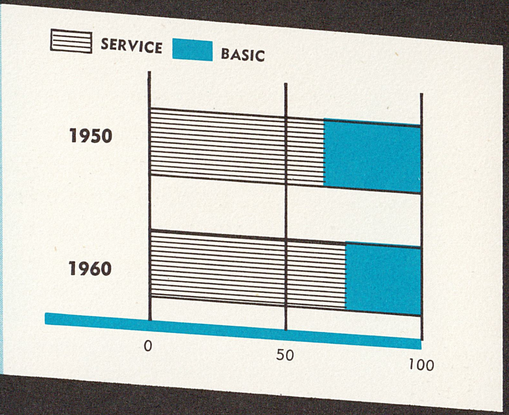
Facts and Figures



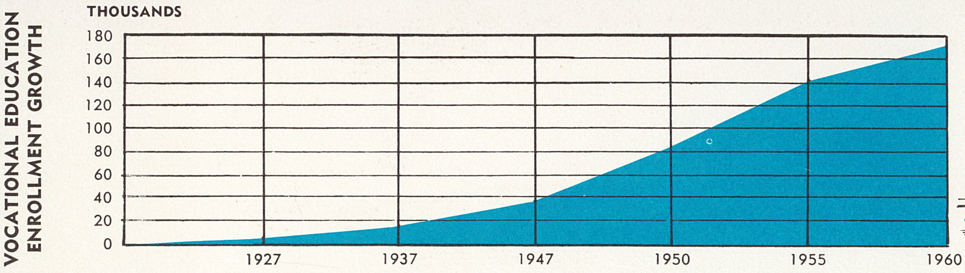
GROWTH



AGE DISTRIBUTION OF POPULATION



EMPLOYMENT TRENDS



Facts and Figures

KINDS OF CLASSES

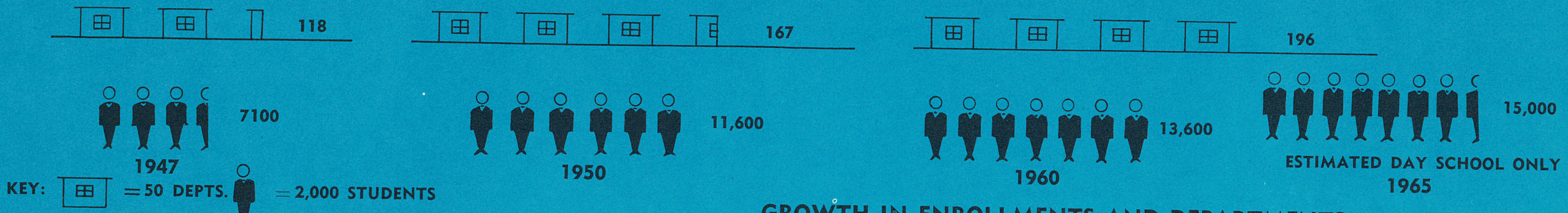
IN-SCHOOL

All-Day — For high school students 14 years of age and over

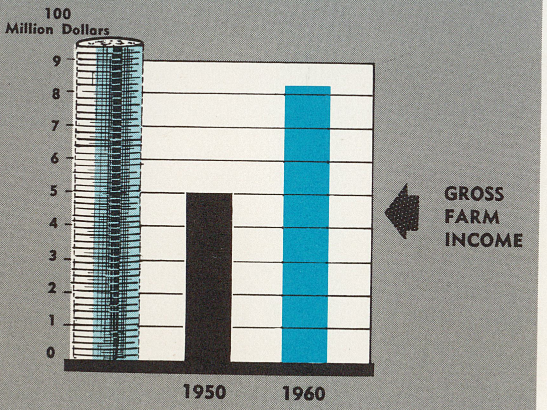
OUT-OF-SCHOOL

Young Farmer — For farmers between 16 and 24
Adult Farmer
Adult Vocational Agriculture — For Young and Adult Farmers
  Welding
  Food Processing
  Farm Machinery Operation
  Terrace Construction
  Land Drainage, etc.

Vocational Agriculture



GROWTH IN ENROLLMENTS AND DEPARTMENTS

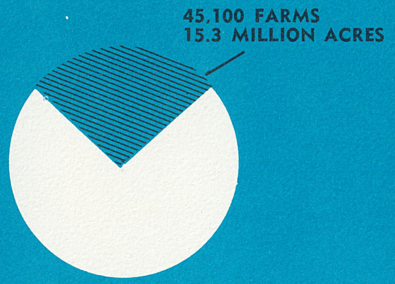


209 FUTURE FARMERS OF AMERICA AND NEW FARMERS OF AMERICA CHAPTERS ENGAGED IN

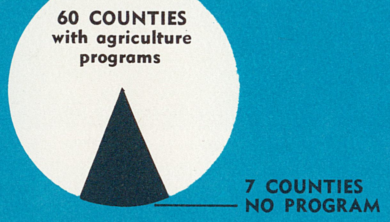
- **Livestock Improvement**
- **Farm Mechanics**
- **Farm Electrification**
- **Soil and Water Management**
- **Farm Safety**
- **Forestry**

Over 1 in 4 of all day school graduates engaged in some form of agricultural production

Another 12% worked at jobs closely related to farming



LAND AREA



1959

TO MEET THE TRAINING NEEDS OF THOSE OVER 14 YEARS OF AGE WHO ARE FARMERS OR WHO ARE PREPARING TO ENTER FARMING OR RELATED AGRICULTURAL OCCUPATIONS, IT WILL BE NECESSARY TO

Obtain adequate classrooms and shops

Secure appropriate kinds and quantities of tools, equipment, and materials

Develop more fruit and ornamental nursery plots

Secure larger land laboratories

Recruit more teachers from among Florida agriculture students

Formalize advisory committees for all departments

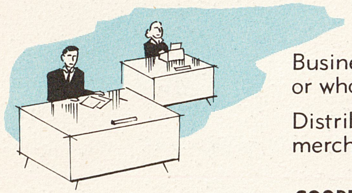
Familiarize school counselors with agriculture's importance

Adjust teacher loads to increase instructional effectiveness

Make periodic surveys to improve placement opportunities

Organize more post-high school agriculture classes

Incorporate current scientific developments into instruction



Business Education gives training in skills and related subjects needed in office occupations and is for people who are working in offices or who expect to get office jobs

Distributive Education is for people who are or who expect to be employed in distributive occupations involving the marketing and merchandising of goods and services

KINDS OF COURSES

COOPERATIVE (High school preparation which includes a combination of classroom work and on-the-job training in local stores, offices, and other training agencies)

1. **Cooperative Business Education (CBE)** — Training in office occupations for 12th graders
2. **Diversified Cooperative Training (DCT)** — Training in a variety of occupations for 11th and 12th graders
3. **Cooperative Distributive Education (DE)** — Training in wholesaling, retailing, and service occupations for 11th and 12th graders

All co-op students may join local cooperative education clubs while DE co-op students may also become members of the Distributive Education Clubs of America (DECA)

ADULT

1. Vocational Business Education
2. Vocational Distributive Education

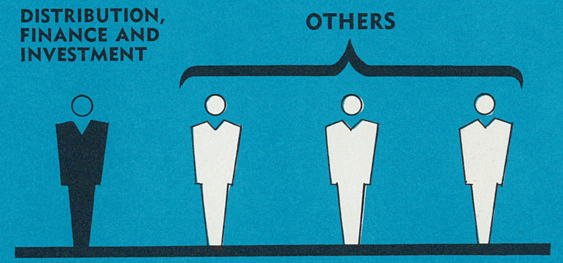
Evening Extension

Part-Time Extension

For out-of-school trainees who are working at or who are temporarily unemployed from the jobs for which they are receiving training

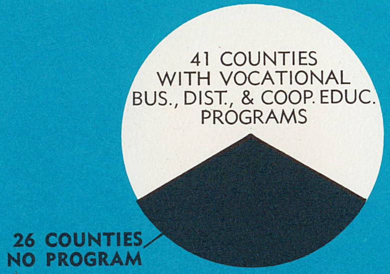
Vocational Business, Distributive, and

Facts and Figures



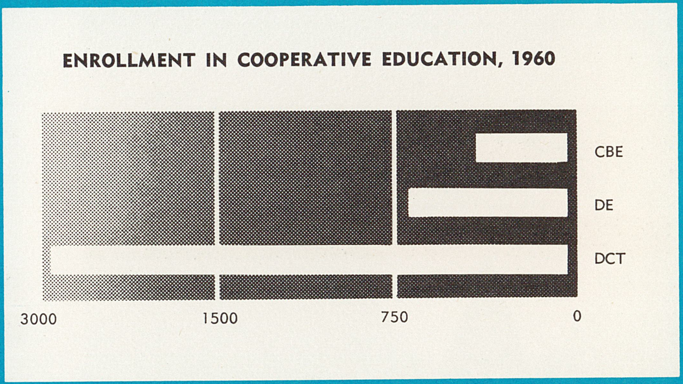
PROPORTION OF WORKERS EMPLOYED IN OCCUPATIONS RELATED TO BUSINESS AND DISTRIBUTION

1959



1960

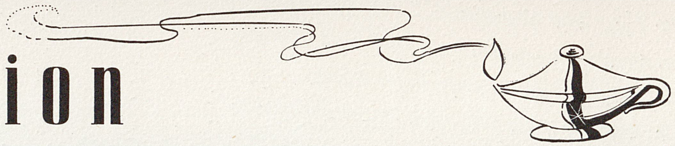
All counties have high school general Business Education programs which in 1960 provided 99,000 pupil periods of enrollment

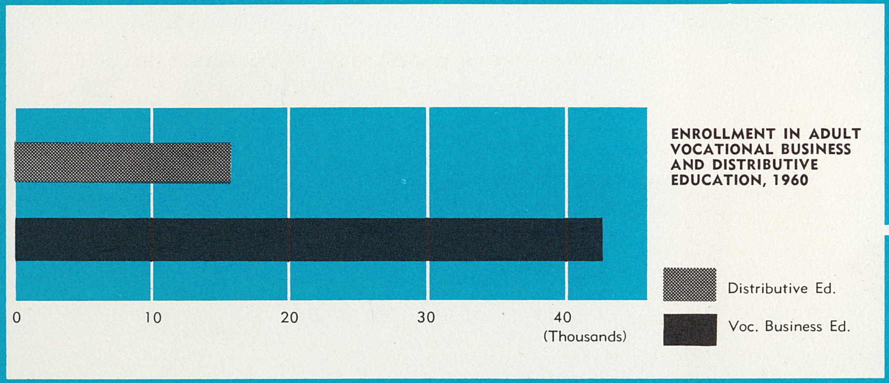


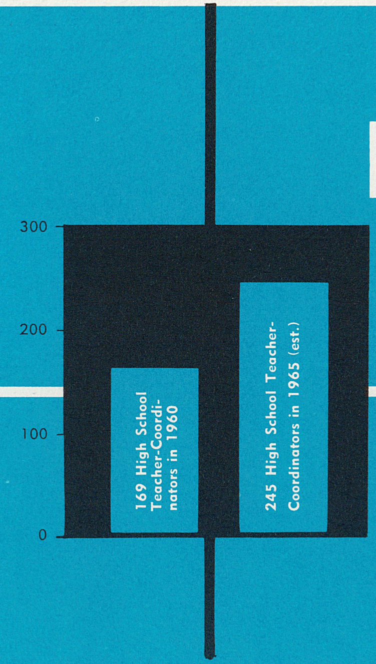
To Meet the Growing Demand for TRAINED WORKERS in Business and Distributive Occupations

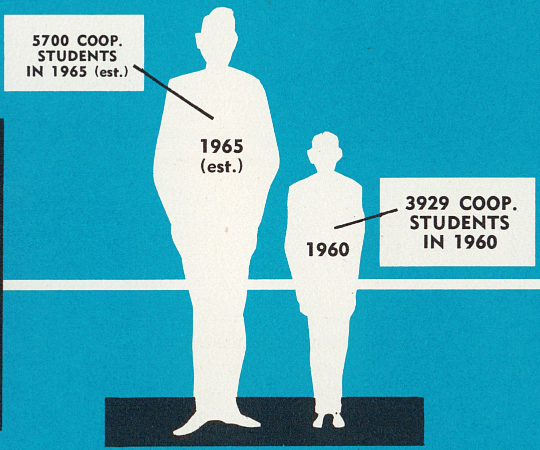
1. New and existing programs for high school students and adults should be emphasized and experimental programs developed
2. Teacher-coordinators must receive more comprehensive preparation so they can help select the most suitable trainees
3. More teacher-coordinators should be employed
4. The number of post-high school programs should increase with more junior colleges offering retailing, salesmanship, and merchandising in cooperative programs
5. A greater variety of adult courses should be given in more adult education centers
6. More courses especially designed for women should be offered
7. Management training and courses for owners of small businesses should be provided

Cooperative Education




ENROLLMENT IN ADULT VOCATIONAL BUSINESS AND DISTRIBUTIVE EDUCATION, 1960
0
10
20
30
40
(Thousands)
▨ Distributive Ed.
■ Voc. Business Ed.





KINDS of PROGRAMS

HIGH SCHOOL PROGRAMS

1. Non-Vocational for 7th and 8th graders
2. Vocational for students at least 14 years of age who are in the 9th or a higher grade

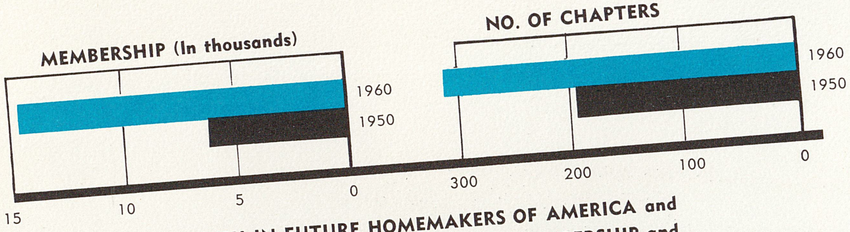
ADULT EVENING AND PART-TIME PROGRAMS

AREAS OF INSTRUCTION

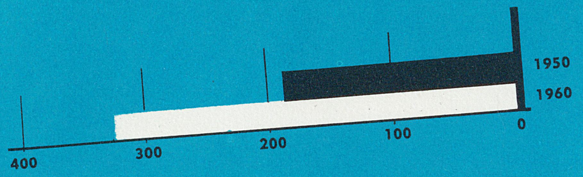
- Child Development
- Clothing and Textiles
- Food and Nutrition
- Home Management and Family Finance
- Housing and Home Furnishings
- Personal, Family, and Social Relations

Health, Consumer Education, Safety, and Mother Care are incorporated with any area

Facts and Figures



GROWTH IN FUTURE HOMEMAKERS OF AMERICA and NEW HOMEMAKERS OF AMERICA • MEMBERSHIP and NUMBER OF CHAPTERS, 1950 & 1960



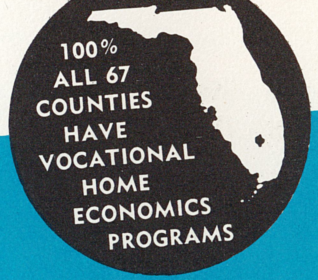
INCREASE IN HIGH SCHOOL and ADULT VOCATIONAL HOME ECONOMICS PROGRAM, 1950 & 1960

Vocational Home Eco

URBAN . . .

RESIDENCE of FLORIDA FAMILIES - 1960

RURAL . . .

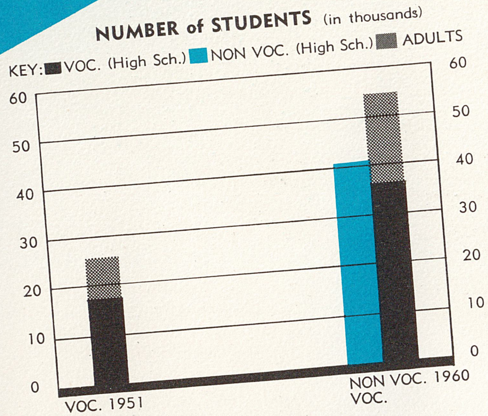


100%
ALL 67
COUNTIES
HAVE
VOCATIONAL
HOME
ECONOMICS
PROGRAMS

1960

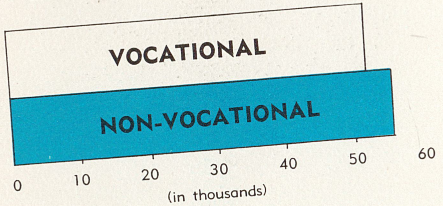
omics Education . . .

GROWING NUMBERS of HIGH SCHOOL STUDENTS and ADULTS WILL REQUIRE . . .



ENROLLMENT in HOME ECONOMICS EDUCATION, 1951 - 1960

PROJECTED HIGH SCHOOL HOME ECONOMICS ENROLLMENT - 1965



Strengthening of certain aspects of the present program such as the development of a curriculum for effective living

Home Economics education for groups not adequately served

- Employed housewives
- Older homemakers
- Young homemakers
- Mobile home occupants
- Handicapped homemakers
- Homemakers in depressed areas

More Home Economics teachers

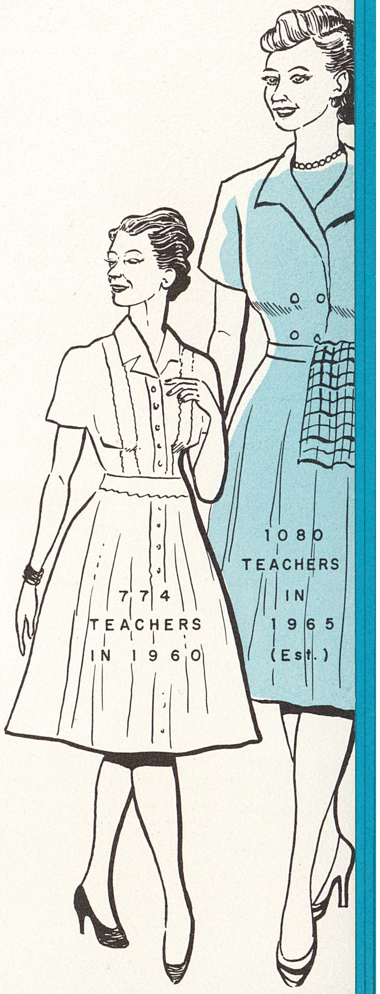
Secondary and adult programs preparing for community services related to Home Economics

- Household Finance
- Child Development
- Home Care of the Sick
- Interior Decoration
- Furniture Refinishing

Aid in planning and conducting programs

- More adequate guidance
- Refresher courses
- In-service conferences

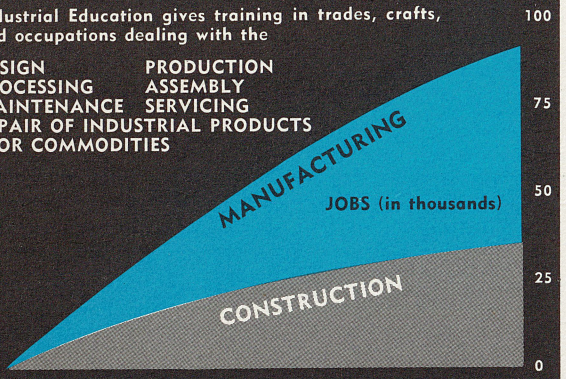
Evaluation of existing programs to determine the need for additional courses and personnel



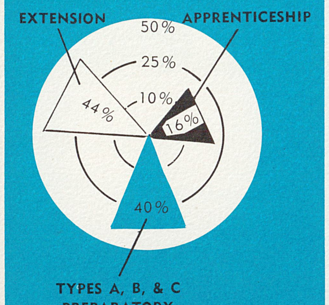
Vocational Industrial Education

Industrial Education gives training in trades, crafts, and occupations dealing with the

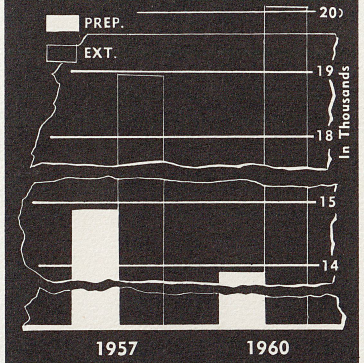
DESIGN PRODUCTION
PROCESSING ASSEMBLY
MAINTENANCE SERVICING
REPAIR OF INDUSTRIAL PRODUCTS OR COMMODITIES



EMPLOYMENT GROWTH in Manufacturing and Construction, 1950 - 1960 . . .



DISTRIBUTION OF TRAINEES BY KINDS OF PROGRAMS



Enrollment in Industrial Education, 1957 & 60

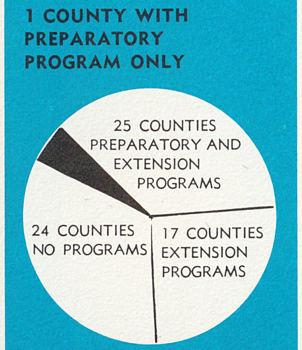
KINDS OF PROGRAMS

TRADE PREPARATORY programs which prepare for employment

Types A & B: For full-time school students

Type C: For out-of-school people

EXTENSION PROGRAMS for upgrading employed workers



1960

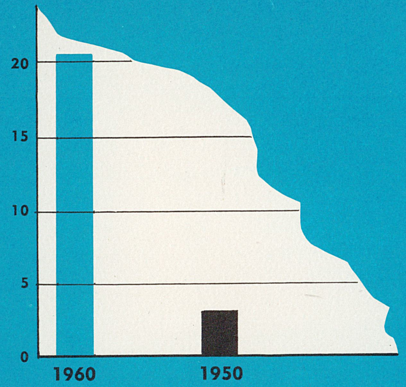
KINDS OF TRADE TRAINING PROGRAMS, BY COUNTIES

ADDITIONAL AREAS OF TRAINING

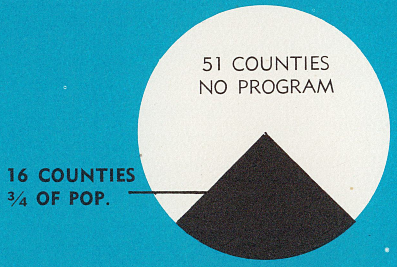
- Supervisory Training
- Employee Education
- Technician Training
- Fishery Occupations
- Practical Nurse Education
- Peace Officers' Training
- Rural Electrification Administration Job and Safety Training
- Commercial Vehicle Driver Training
- School Bus Driver and Maintenance Training

High school students may become members of their local industrial education clubs which are affiliated with the Florida Federation of TEC Clubs

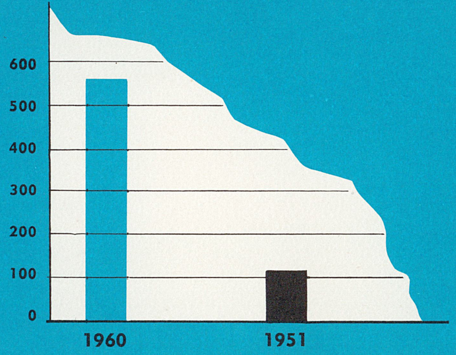
Facts and Figures



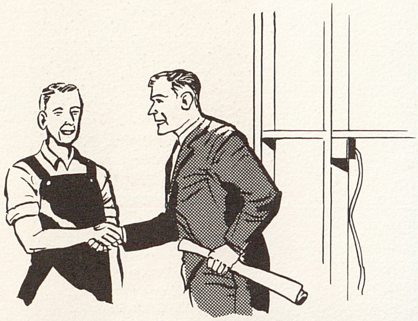
GROWTH IN NUMBER OF PRACTICAL NURSE EDUCATION PROGRAMS . . .

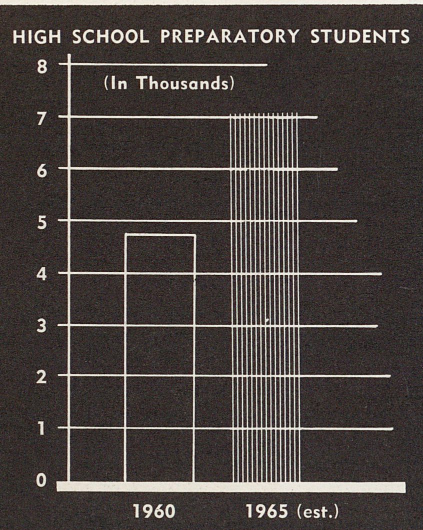


COUNTIES WITH PRACTICAL NURSE EDUCATION PROGRAMS . . .



GROWTH IN PRACTICAL NURSE EDUCATION PREPARATORY ENROLLMENT





THE GROWTH OF INDUSTRY and SERVICE OCCUPATIONS IN FLORIDA MAKE NECESSARY

1. Experimentation with cooperative industrial training programs in communities without enough industry to support specialized classes
2. The provision of more preparatory programs for high school students, for out-of-school youth, and for adults who need training or retraining
3. The provision of more training opportunities for girls and women
    - Drafting
    - Electrical Assembling
    - Commercial Art
    - Machine Operation
    - Apparel Manufacture
    - Cosmetology
    - Dry Cleaning
    - Practical Nursing
4. The extension of industrial supervisory training
5. The provision of more in-service training for teachers
6. Examination and revision of courses and curricula to meet demands in growing occupations
    - Aircraft Mechanics
    - Heating and Air Conditioning
    - Electronic and Electrical Trades
    - Drafting and Design
    - Cosmetology
    - Health Occupations
    - Law Enforcement
    - Automotive Mechanics
    - Radio and TV Repair
7. The provision of more terminal offerings in post-high school programs
8. Improved occupational guidance
9. Appropriate instructional materials
10. More qualified teachers for preparatory trade courses
11. The equating of service with cost in providing realistic training programs

COURSES MOST COMMONLY OFFERED IN 1960

EXTENSION

Commercial Vehicle Driver Training
Peace Officers' Training
Commercial Food Trade Workers Training
Electrical Lineman Training
Welding

APPRENTICESHIP

Electrical Wireman Training
Carpentry
Plumbing and Pipe Fitting
Sheet Metal Work
Brick and Stone Masonry and Tile Setting

PREPARATORY

Types A & B

Automotive Mechanics
Cabinet Making
Radio and TV Repair
Brick and Stone Masonry and Tile Setting

Type C

Needle Trades Training
Practical Nurse Education
Radio and TV Servicing and Repair

Vocational Technical Education

Federal Acts Providing for the Training of Technicians

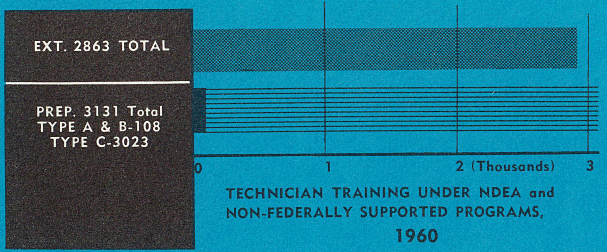
1. GEORGE-BARDEN ACT, Title I — Relatively short courses including some related knowledge
2. GEORGE-BARDEN ACT, Title III — Training of highly skilled technicians essential for defense and related industries and services (Identical with National Defense Education Act, Title VIII)

KINDS OF PROGRAMS . . .

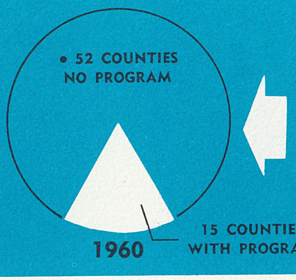
① PREPARATORY
Types A & B for high school students
Type C for out-of-school trainees

② EXTENSION
For upgrading employed technicians

Facts and Figures

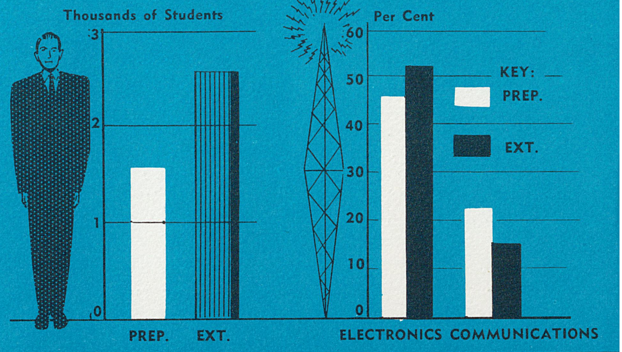


TECHNICIAN TRAINING UNDER NDEA and NON-FEDERALLY SUPPORTED PROGRAMS, 1960



COUNTIES WITH NDEA and NON-FEDERALLY SUPPORTED TECHNICAL EDUCATION PROGRAMS

KINDS OF TRAINING and PRINCIPAL AREAS OF EMPHASIS OF 4,260 STUDENTS TRAINED UNDER TITLE I OF THE GEORGE-BARDEN ACT BETWEEN 1958-1960



Areas of Technician Training Under George-Barden Titles, 1960

PREPARATORY

Air Conditioning and Refrigeration
Chemical
Drafting and Design
Electrical
Electronics
Electronic Communications
Industrial Electronics
Instrumentation
Laboratory
Mechanical
Production Control

EXTENSION

Aerodynamics
Chemical Processes
Construction
Cost Estimation
Design
Electrical and Electronic Circuits
Electronics
Highway Engineering Aide
Industrial Materials and Processes
Laboratory
Machine Design
Manufacturing Analysis
Metal Processing
Production Planning and Control
Technical Mathematics

IN THE FUTURE, EMPHASIS SHOULD BE PLACED UPON

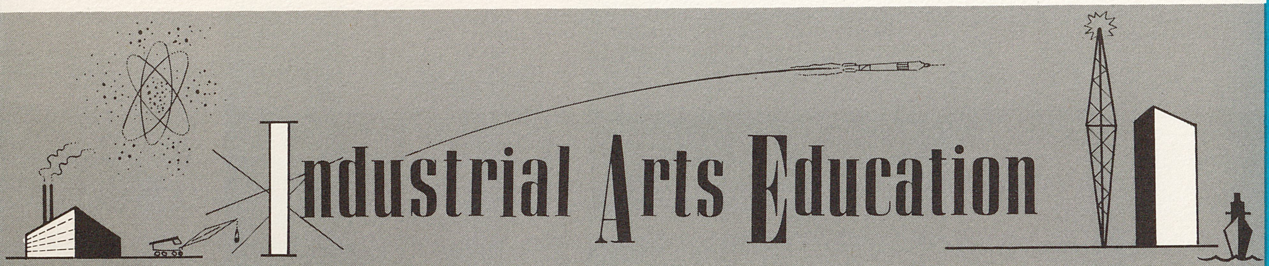
1. Providing more training opportunities for girls and women
2. Providing courses which prepare for a greater variety of technical occupations
3. Securing more qualified teachers for technical preparatory courses

Supervisory Training for Technical Personnel
Refractory Materials Technology
Data Processing
Electronics
Electrical Technology
Technicians in Related Health Occupations
Technical Illustrating
Technical Report Writing
Aeronautical Technology
Civil Engineering Technology
Construction Technology
Machine Technology
Nuclear Technology
Optics Technology

Industrial arts is not vocational. It is for all boys and girls. Students work with materials, tools, and other equipment in learning how modern industry affects their daily lives.

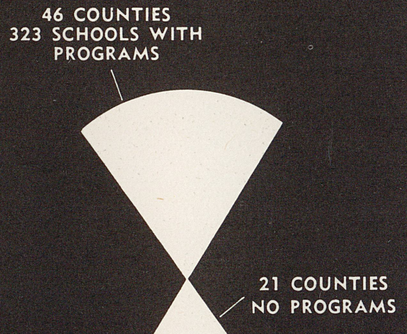
Grade Levels and What May Be Taught

1. ELEMENTARY GRADES (Related Arts) — Work with Paper, Wood, Clay, Metal, Textiles, and Paints
2. JUNIOR HIGH SCHOOL — Electricity, Mechanics, Metals, Drawing and Planning, Wood, Graphics, Handicrafts
3. SENIOR HIGH SCHOOL AND ADULT — Architectural and Engineering Drafting, Advanced Metal Processing and Fabrication, Wood Technology, Electricity and Electronics, Power Mechanics

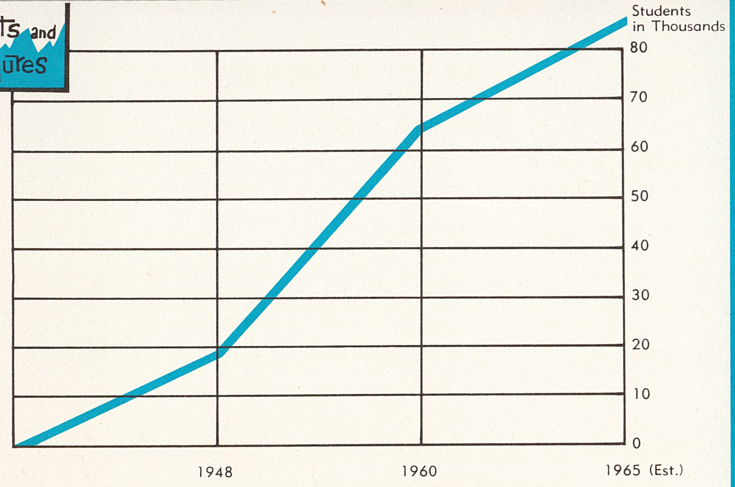


Industrial Arts Education

Facts and Figures



1960
COUNTIES WITH
INDUSTRIAL ARTS PROGRAMS

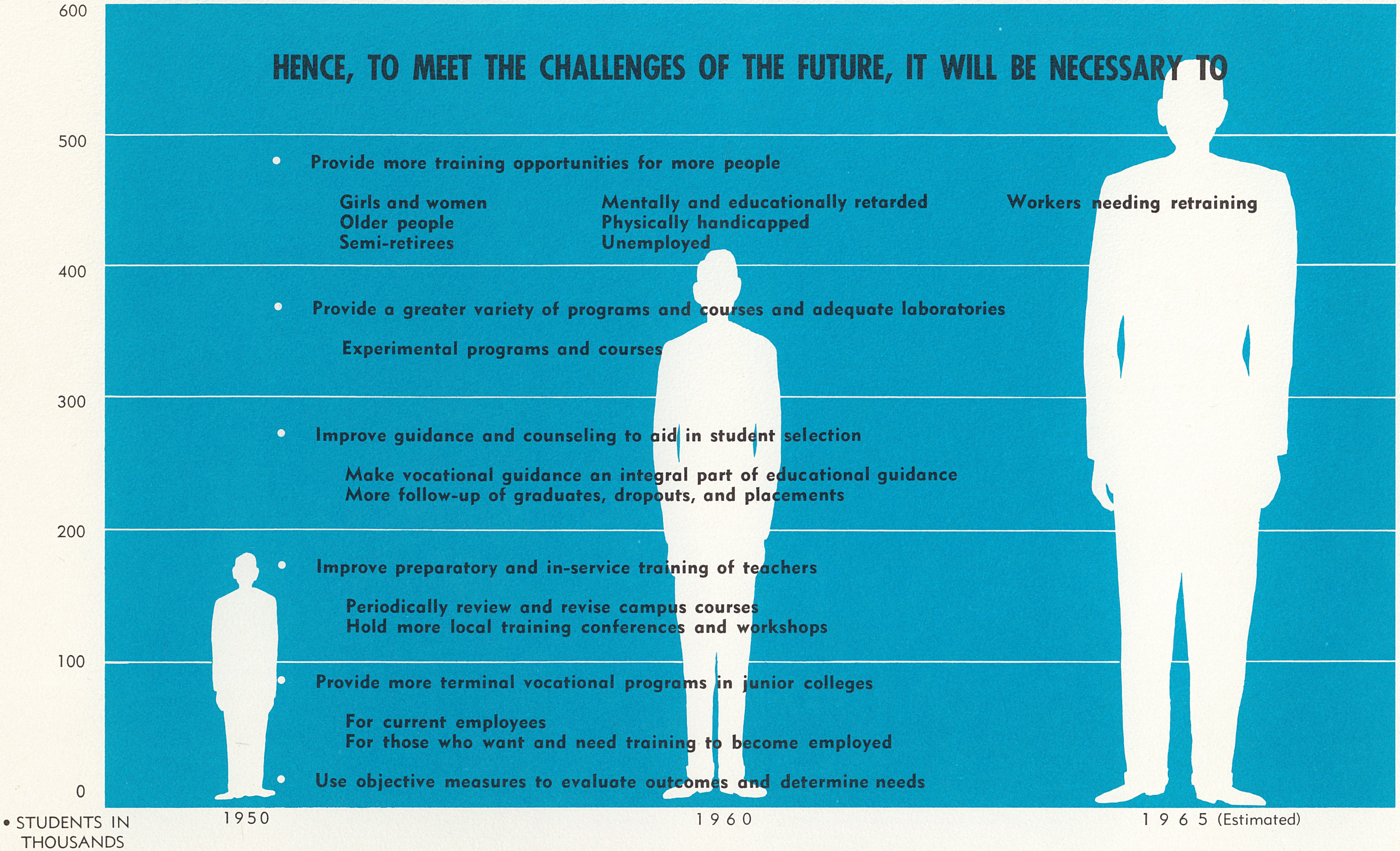


GROWTH IN INDUSTRIAL ARTS ENROLLMENT

TO MEET THE NEEDS OF MORE STUDENTS, IT IS DESIRABLE TO

- Develop more flexible programs by
  - Providing for pupil ability levels
  - Developing new areas of emphasis
  - Integrating instruction with other subjects
  - Using the project as an experimental solution to a problem
  - Placing greater emphasis upon scientific and mathematical principles
- Plan adequate laboratories which are
  - Properly staffed and equipped
  - Suitable for use as student centers for research and experimentation
- Relate guidance and industrial arts more closely
- Emphasize instructional supervision and coordination
- Provide for adequate financial support
- Improve teacher training and teacher-training facilities

Goals of the Vocational & Related Services



• ENROLLMENT GROWTH IN GRADES 7-12

HENCE, TO MEET THE CHALLENGES OF THE FUTURE, IT WILL BE NECESSARY TO

- Provide more training opportunities for more people
  - Girls and women
  - Older people
  - Semi-retirees
  - Mentally and educationally retarded
  - Physically handicapped
  - Unemployed
  - Workers needing retraining
- Provide a greater variety of programs and courses and adequate laboratories
  - Experimental programs and courses
- Improve guidance and counseling to aid in student selection
  - Make vocational guidance an integral part of educational guidance
  - More follow-up of graduates, dropouts, and placements
- Improve preparatory and in-service training of teachers
  - Periodically review and revise campus courses
  - Hold more local training conferences and workshops
- Provide more terminal vocational programs in junior colleges
  - For current employees
  - For those who want and need training to become employed
- Use objective measures to evaluate outcomes and determine needs

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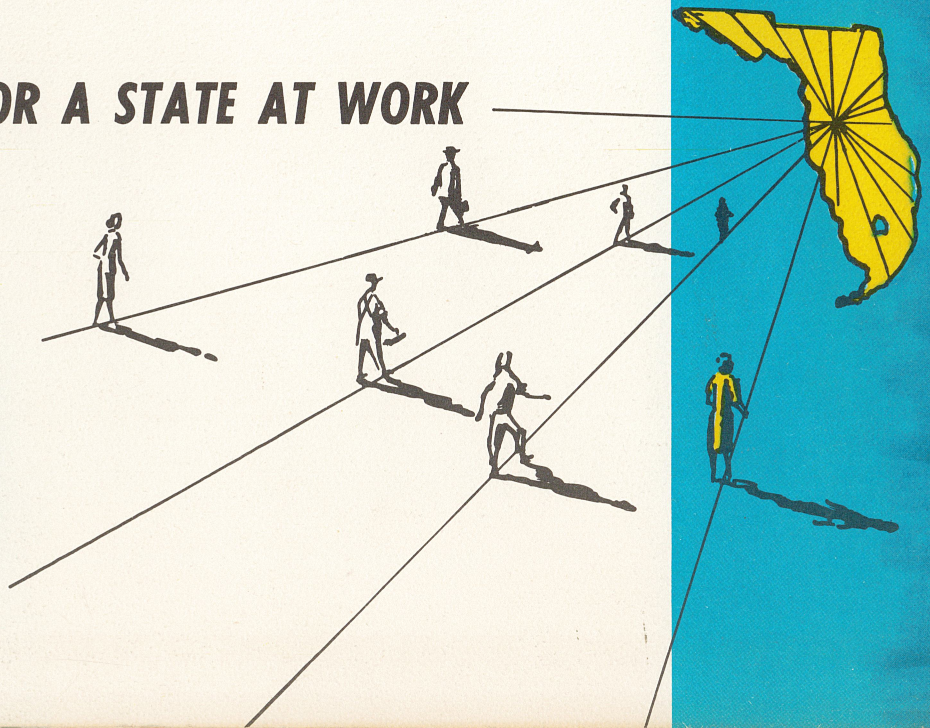
VOCATIONAL EDUCATION FOR A STATE AT WORK



for further program
information contact the division
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